

(April to July, 1925.
(September to December, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

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Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth: (a) *Genesis*, lessons 9-16, inclusive (P.N.E.U. Office, 2/-). (b) *St. Matthew's Gospel*, lessons 16-24, inclusive (P.N.E.U. Office, 2/-). [Suitable parts from *Genesis*, chapters 17, 18, 21-24, 27-29, 32, 33, inclusive, and from *St. Matthew*, chapter 21 (verse 18) to chapter 28, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional): (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) *Helps to the Study of the Bible* (Oxford Press, 4/-). (c) (A) *The Red Book of Heroes*, by Mrs. Lang (Longmans, 5/-): Father Damien, Havelock, Gordon. (B) *Livingstone the Pathfinder*, by B. Mathews (Oxford Press, 3/6).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 102nd term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

- A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.); practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *The Tempest*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

- A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Write poems on summer scenes in the metre of Longfellow's "Hiawatha."
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Take the P.U.S. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 2/8 a year), and send a contribution in verse or prose.

English Grammar.

- Parse and point out Subjects, Verbs, Objects, every week, making progress each term.
A Meiklejohn's *Short English Grammar** (2/-), pp. 52-79, 114-124, (for analysis and verse see pp. 141-167), or, *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9), pp. 61-84.
B *The Parts of Speech*,* pp. 15-27.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), (1820-1860), pp. 719-782, chapters 72-75, inclusive. (B: omit ch. 73.)
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

French History.

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-) (1820-1860), pp. 279-293, to be contemporary with English History,
or, B *The Story of France*,* by Mary Macgregor (Jack, 10/6), (1820-1860).

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/3), chapter 8. Teacher study preface. British Museum Postcards, Series 33 and 34 (direct from British Museum, 1/- each series). *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 72-109.
Keep a Book of Centuries (P.N.E.U. Office, 2/3, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

- A North's Plutarch's *Lives: Themistocles** (Blackie, 1/-). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 190-224.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 130-189.

Geography. (See N.B. 10).

- In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. All Geography to be learnt with map.
A (1) *Western Europe** (Cambridge Press, 4/6), pp. 1-8, 33-77. (2) *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 74-93, or Hakluyt's *English Voyages** (Marshall, 3/-), pp. 233-271.
B (1) *The British Isles** (Cambridge Press, 3/6), pp. 1-11, 33-72, or, (1) (overseas children) *Asia*, by N. B. Allen (Ginn, 4/6), pp. 75-177 (omitting exercises).
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/-), pp. 179-214. Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers.

Natural History, etc.

- A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 33-66. Keep an aquarium (see April and May P.R.), and watch pond or sea creatures.
B Kingsley's *Madam How and Lady Why* (Macmillan, 4/6), pp. 46-81, chapters 3 and 4.
A & B (a) *The Sciences*,* by E. S. Holden (Ginn & Co., 4/-), pp. 110-147: children should make experiments where possible. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. (b) For children who have read *The Sciences, An Introduction to Elementary Botany*,* by C. L. Laurie (Allman, 1/6), chapters 6-9, inclusive.¹ Keep a Nature Note-book (P.N.E.U. Office,

¹ For Teachers (a) in the Tropics, *Plant Studies*, by I. C. Fortey (Blackie, 2/-); (b) in America, the American edition of *First Studies of Plant Life*, by G. F. Atkinson (Ginn, 4/6). Subjects as in programme, or, according to season.

6d., and see *Home Education*, pp. 54-55). Make special out-door studies for the season, with drawings and notes, e.g., of visits of insects to plants; and wild flowers that grow together. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); or, *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Holman Hunt (P.N.E.U. Office, 2/-). Teacher see notes in the April *Parents' Review*, 1925, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 58-60, 124-134. Revise Tables.

B *A New Junior Arithmetic*,* pp. 1-33, or, continue. Much care with tables and rapid oral work. For teacher's occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A).

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 17-29; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 9, 17-19, 22-25. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

A Scott and Jones' *First Latin Course** (Blackie, 2/6). continuous passages to be followed by narration.

First year: sections 17, 22, 25, 29, 32, 34; 16A, 21A, 29A, 32A, 34A; Vocab. 16-36; 2nd declension nouns (pp. 124-125); Pres. Indic. Active of conjugations III. and IV.

Second year; *Gradatim* (Longmans, 2/-), Translations 13, 14, 17-20, for narration, with necessary grammar from Dr. Smith's *A First Latin Course* (Murray, 4/-), sections vi. and vii.A.

French.¹

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-): teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French. (A), Lessons 10-12, (B), 1-3, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 90-100; (B), 15-26. Optional, for narration, *Sur la Montagne* (Blackie, 6d.).

¹ Schools may substitute Irish or Welsh.

A & B *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (A), *Frimousset*, by Jaboune & Pinchon (Evans, 2/6), or, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6). *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Simple sketches from nature. Six (a) flowers, (b) studies of animals, that you have been able to watch, in brush-drawing. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Genesis* xxiv., and from *St. Matthew's Gospel* xxvi., (b) Psalm 105, (c) one of Keble's hymns, and one of the following:—(d) a scene from Shakespeare's *The Tempest*, or, (e) *Lyra Heroica** (Macmillan, 3/6), fifty lines from Longfellow, Scott, etc.

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *The Tempest** (Blackie; Plaintext Edition, 6d.). Longfellow's *Poems* (any edition): *Hiawatha** (or Warne, complete, 2/6).

A Kingsley's *The Water Babies** (Dent, 2/-). Scott's *Lady of the Lake* (Blackie, 1/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 156-186.

B *For Name and Fame*, by G. A. Henty (Blackie, 3/6). *The Heroes of Asgard** (Macmillan, 4/6), pp. 163-211.

Musical Appreciation.

Bach, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Singing. (See Programme of Music.)

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6),

may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 19 and 20, inclusive (Curwen & Son, 2/6); *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight Singing*, lessons 41 and 43 (Curwen, 3/).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tune of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Heaton's Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *A Manual of Claymodelling*, by H. Unwin (Longmans, Green, 4/6). *Stencilling*, Dryad leaflet No. 22 (9d.). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N.B. 2.—Each child should have a copy of all books, etc. marked 3 and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Music" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (5/6), *An Essay towards a Philosophy of Education* (10/6), by C. M. Mason (P.N.E.U. Office).

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (not less),

single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—The P.U.S. Magazine is for present pupils, and is especially recommended to families and to those schools who have no magazine of their own. It is obtainable from the P.N.E.U. Office, price 2/8 yearly.

N.B. 9.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 10.—During the revision of the *Ambleside Geography Books*, alternative work will be set. This will not however prevent those members who wish to do so from continuing to use Book III, *The Counties of England*: (A), pp. 1-43; (B), pp. 241-276.

All letters re School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

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Motto: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Why did God change Abram's name to Abraham?
Give the whole story.
2. Describe the sending forth of Eliezer and his journey to
seek a wife for Isaac.
A 3. Describe the character of (a), Jacob, (b), Esau. How
would you explain the election of Jacob and the
rejection of Esau? What lessons may we learn?
- II. A & B 1. (a), "For many are called but few chosen," (b),
"Shew me the tribute money," (c), "Well done,
thou good and faithful servant." On what occasions
were these words spoken? Tell the whole story in
one case.
2. Describe briefly (a), the last supper of our Lord with
His disciples, (b), two appearances of our Lord after
His resurrection.
A 3. Give and explain one of the following parables.—The
Two Sons, The Wicked Husbandmen, The Wedding
Garment. What lessons may we learn?

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each
written answer).

The Tempest.

- A Act I., Scene II., "Full fathom five . . . knell."
B Act V., Scene I., "Where the bee . . . merrily."

Composition.

1. Give a short account in prose or verse (which must
scan) of one of the following,—Sound, a dragon-fly,
the wedding of "Frey" and "Gerda," "Daedalus,"
one of "Tom's" adventures in the water-world.

2. Describe your favourite scene from one of the following,—
The Tempest, Hiawatha, The Lady of the Lake.

English Grammar.

- A 1. Analyse, parsing the words in italics :—
*"But the wind had passed on and had met in a lane
 With a school-boy, who panted and struggled in vain;
 For it tossed him and twirled him, then passed, and
 he stood
 With his hat in a pool and his shoe in the mud."*

(Meiklejohn)

2. Give examples in sentences of the four moods of (a), a strong verb, (b), a weak verb. Name each mood.
 3. Employ in sentences (a), nouns in apposition; (b), adjectives used (i.), predicatively, (ii.), attributively,
 or, (Household)
 2. What are (a), Principal, (b), Subordinate, (c), Co-ordinate Clauses? Give, in sentences, two examples of each.
 3. Give sentences showing (a), the adverbial uses of nouns, (b), examples of adverbial phrases (noun + participle).
 B 1. Show in sentences the use of six classes of Adjective. Name each kind.
 2. Use the following Verbs in sentences, first in the Active, then in the Passive Voice,—cook, wash, jump, drive, eat.

English History.

- A & B 1. Give a short account, with dates, of the Crimean War.
 A 2. What do you know of (a), the Chartist and their petition, (b), the war in the United States, and the "Alabama"?
 3. What "gates of the pathways of the sea" belong to the British Empire? Give a rough sketch map.
 B 2. What do you know of (a), Sir Henry Lawrence, (b), the Cotton Famine, (c), Captain Cook?

French History.

- A 1. What do you know of (a), Louis Philippe and his government, (b), the political banquets?
 2. Give a brief account of (a), the Battle of Sedan, (b), the Siege of Paris.
 B 1. What do you know of (a), Louis Napoleon, (b), Victor Emmanuel?

General History.

- A 1. What entries in your Century Book have you in connection with (a) the Bridge of Nations, (b), the Second Ptolemy? What is known about the work of Ptolemy II.?
 2. Give some account of (a), the Protectorate originated by Darius, (b), the royal state in which Darius lived.

Citizenship.

- A 1. What do you know of Themistocles as a boy?
 2. Why did Themistocles desire to speak with Artaxerxes the King of Persia? Describe the interview.
 3. What is meant by freedom? Give two instances of men who have helped to get freedom for Englishmen.
 B 1. Tell how Decius loved his country more than himself.

Geography.

- A 1. Give a rough sketch map of France, marking the boundaries, physical features and chief towns. What do you know about the industries of the French people?
 or, 1. Describe a visit to the Lake District.
 2. Give a short account of the first English Colonies in America,
 or, 2. Write about the voyage of the ship called the "Marigold."
 3. Give an account of the journey of the Prince of Wales in West Africa (with a rough sketch map). What do you know of the history of Sierra Leone?
 B 1. Draw a rough outline of the British Isles and put in the boundaries. Show where the mountains run and put in six of the great towns,
 or, 1. What are the boundaries and chief towns of Devonshire? Describe (a), The Eddystone, (b), Salisbury Plain and Stonehenge,
 or, (overseas children)
 1. Describe a journey on the Trans-Siberian Railroad from Moscow to Tomsk.
 2. Show by a rough sketch map where the Suez Canal is. Why is it of such great value to the British Empire? Describe a passage through the canal.

Natural History.

- A 1. Describe the life-history of a sponge. (Diagrams).
 2. Describe, with drawings, two pond creatures you have watched (or read about).
 3. Explain, with a diagram, how an electric bell rings,
 or, 3. Describe the flower of (a) the buttercup, (b), the dandelion.
 B 1. What is a volcano? Where may volcanoes be seen? What do you know about Admiral Pliny in this connection?
 2. How do we know that sound travels? How can sound be reflected?
 3. Describe two experiments with a magnet which you have made,
 or, 3. Mention some flowers that grow together along the hedges. Describe three of them.

Picture Study.
Describe "The Ship," by Holman Hunt.

Arithmetic.

- A 1. A watchmaker sold at a gain of 10% a watch that cost £18 : 10 : 0; at what price did he sell it?
2. What will £321 : 12 : 0 amount to in $3\frac{1}{2}$ years at $2\frac{1}{2}\%$?
3. How many rose bushes can be planted in a garden 105 feet long and 84 feet broad if each bush requires a space of 7 feet by 7 feet?
- B 1. Find the value of $4305 \div 105$; 4218×5007 .
2. One side of a square picture measures a yard. How much will it cost to frame it (a), in a gold frame at $6/5\frac{1}{2}$ a foot, (b), in an oak frame at $3/3$ a foot?
3. 94 children attended a school treat. It cost £3 : 19 : 2 to give them tea; how much was the cost for each child?

Geometry.

1. By what angle does the hour-hand change its course between (1), 12 noon and 3 p.m., (2), 2 p.m. and 6 p.m., (3), 1-30 p.m. and 3 p.m., (4), 3-30 p.m. and 9-30 p.m.?
2. Draw a straight line AB 5 cm. long. At B draw BC perpendicular to AB. At A draw AC making an angle of 45° with AB. How many degrees are there in angle C?

Algebra.

1. If $a=5$, $b=6$, $c=4$, $x=1$, find the value of:

$$(1) \frac{3ac}{bx} \quad (2) \frac{6a^3}{5cx} \quad (3) \frac{5bc}{ax}$$

2. Add together: $2x-5y+3z-4$; $2y-3z+5$;
 $-x-3y+1$; $3x+6y-5$.

Latin.

1st year.

1. Decline with meanings "carrus."
2. Put into Latin the first 5 sentences of § 25 A, Scott and Jones.
3. (a), Translate § 29 (first 6 lines to "Longa pila Romanorum vident.") (b), Write a Latin narration of (a).

2nd year.

1. Decline "pes" and "auris."
2. Write the 3rd person singular of the Present, Imperfect and Future Indicative Active of: videre, properare, incendere, vincere.
3. (a), Translate *Gradatim*, § 17, lines 4-11 ("Johannes olim . . . vivum." (b), Write Latin narration of (a).

French.

- A 1. Tell in French the story of (a), *La Poupée Malade* (p. 43, Siepmann), or, (b), *Une Catastrophe* (p. 91, Thémoin).

2. Use, in French sentences, the feminine plural of the adjectives: *heureux*, *neuf*, *attentif*, *bas*, *sec*, *doux*, *vif* (Siepmann).

- or, 2. Give a short account in French of (a), what you hope to do next week, (b), the happenings of last week.
- B 1. Describe in French (1), the picture on p. 3 (Siepmann), or, (2), what you can see from the window of your schoolroom.

2. Make French sentences about (a), the window, door, books, children, chair (Siepmann), or, (b), *la semaine prochaine*, *le mois dernier*, *ce mois-ci*, *ce matin*, *aujourd'hui* (Thémoin).

Drawing (with brush and in colour).

1. An original illustration for *The Tempest*, or for *Hiawatha*.
2. Kittens at play.

Musical Appreciation.

1. (a), What works by Bach have you heard this term? (b), (oral) Can you hum, whistle, or pick out on the piano, one of the airs you have heard?

Recitations.

Father to choose a hymn, a poem, or, a scene from *The Merchant of Venice*, and two passages from the Bible Lessons.

Reading.

Father to choose an unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English, and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports

(only) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th, or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination (see Leaflet H).